

Childminder Report

Inspection date

9 June 2015

Previous inspection date

6 February 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The childminder has formed successful links with other early years settings that children attend. This means that children receive consistent teaching and make good progress towards the early learning goals.
- The experienced childminder holds a childcare qualification at level 3. This enables her to deliver good quality teaching for children. For example, the childminder successfully uses open-ended questions to encourage children's thinking and support their developing use of language.
- The childminder ensures that she regularly updates her training. She is knowledgeable about her role and responsibility to protect children and keep them safe from harm. As a result, children learn to identify risk for themselves and this promotes their understanding of keeping themselves safe.
- The childminder provides children with a wide choice of interesting and challenging activities and resources. These are fully based on children's current interests and used well to extend their learning.
- Care practices are good and children's well-being is promoted.

It is not yet outstanding because:

- On occasion, the childminder directs children's creative play in order to produce similar results.
- The childminder uses a limited form of self-evaluation. However, it does not clearly highlight aims for further improvement.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- encourage children to interpret and invent their own methods and individual ideas, in their expressive art and design activities
- develop further the self-evaluation procedures to include aims and ideas to improve the practice to the optimum.

Inspection activities

- The inspector spoke to and interacted with the childminder and children, throughout the inspection.
- The inspector looked at the environment, resources and equipment provided, and how effectively they are used to support children's play and learning.
- The inspector examined a selection of information and documentation relating to the suitability of adults, children's safeguarding, welfare and developmental progress.
- The inspector and childminder jointly observed and discussed children's learning and development during play.
- The inspector took account of the views of the parents through written comments.

Inspector

Susan Parker

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The childminder successfully monitors and assesses children's progress from their starting points, against the typical expectations for their age. As a result, she is able to highlight and address any gaps in children's learning or development. For example, children who are behind expectations in their language development are supported by the childminder, who asks them simple open-ended questions and gives them time to respond. She repeats what the child has said to reinforce the correct pronunciation. Additionally, she uses the information she has received from speech therapists to support their language and communication. All children show that their personal, social and emotional development is progressing well. They are happy and independent. The childminder provides fun and motivating activities for children. However, on occasion, the childminder directs children's creativity in order for them to all produce similar items. For example, the childminder guides them to make a flower and insect creation, telling them where the petals and stickers should go. This does not support children in using their own ideas and imagination. In conclusion, the childminder provides a generally good range of suitable challenges, which are skilfully delivered through interesting activities. As a result, children are increasing their knowledge, skills and confidence in readiness for school.

The contribution of the early years provision to the well-being of children is good

Care practices are good and children respond warmly to the childminder's calm and nurturing nature. They demonstrate responsible behaviour and are aware of keeping themselves safe. For example, children understand that they need to hold hands, keep away from the kerb, and look out for cars when walking to pre-school. Children show they are aware of cars travelling towards or away from them, and understand the indicators on cars show that they intend to turn into a road. As a result, children are safe and aware of hazards. The childminder works closely in partnership with their parents, in order to introduce children at their own pace and enable them to settle happily. Children show high levels of confidence and independence. They dress and undress, toilet and feed themselves relative to their age. This shows that they are displaying the skills that they need to be well prepared for school, or the next stage in their learning. Children have regular fresh air and exercise. They learn to grow their own fresh fruit or vegetables, and this enables them to have a good understanding of leading healthy lifestyles.

The effectiveness of the leadership and management of the early years provision is good

The childminder has a detailed knowledge of her responsibility to protect children. She regularly assesses and minimises any risks or hazards to children's safety. The childminder is beginning to evaluate the effectiveness of her practice, by assessing children's progress and the usefulness of the activities that she provides. However, she has not clearly linked this information to the planning of her own improvements to her practice. She works closely with other key persons to provide consistency, and written comments from parents are very complimentary.

Setting details

Unique reference number	EY286374
Local authority	Essex
Inspection number	861249
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	3
Name of provider	
Date of previous inspection	6 February 2009
Telephone number	

The childminder was registered in 2004 and lives in Harlow. She operates all year round from 8am to 6pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate early years qualification at level 3.

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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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